# JURNAL DEDIKASI PENDIDIKAN



JURNAL DEDIKASI PENDIDIKAN Vol. 7	No. 2	Halaman 347-789	Aceh Besar Juli, 2023	ISSN 2548-8848 (Online)
--------------------------------------	-------	--------------------	--------------------------	-------------------------



Diterbitkan Oleh : Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM) UNIVERSITAS ABULYATAMA Jl. Blang Bintang Lama Km. 8,5 Lampoh Keude Aceh Besar

## EDITORIAL TEAM

## JURNAL DEDIKASI PENDIDIKAN

ISSN 2548-8848 (Online)

**Editor in Chief** Putri Dini Meutia, M.Pd. (Universitas Abulyatama)

#### Editors

Dr. Syarifah Rahmi Muzanna, M.Pd. (Universitas Abulyatama) Dr. Silvi Puspa Widya Lubis, M.Pd(Universitas Abulyatama) Riki Musriandi, M.Pd. (Universitas Abulyatama) Hasanah, M.A. (Universitas Abulyatama) Suryani M.Pd (Universitas Abulyatama) Safriana, M.Pd. (Universitas Malikulsaleh) Rita Sari, M.Pd. (Institut Agama Islam Negeri Langsa) Cut Mawar Helmanda, M.Pd. (Universitas Muhammadiyah Aceh)

#### Reviewers

Dr. Abdul Haliq, S.Pd. M.Pd. (Universitas Negeri Makassar) Dr. Anwar, M.Pd. (Universitas Samudra) Dr. Hendrik A.E. Lao (Institut Agama Kristen Negeri Kupang) Dr. Asanul Inam, M.Pd., Ph.D (Universitas Muhammadiyah Malang) Dr. Baiduri (Universitas Muhammadiyah Malang) Septhia Irnanda, S.Pd., MTESOL., Ph.D. (Universitas Serambi Mekkah) Dr. Tuti Marjan Fuadi, M.Pd. (Universitas Abulyatama) Ugahara M, M.TESOL., Ph.D (Universitas Abulyatama) Murni, S.Pd., M.Pd., Ph.D (Universitas Abulyatama) Marina, M.Ed. (Universitas Malikulsaleh) Mauloeddin Afna, M.Pd, (Institut Agama Islam Negeri Langsa)

## Alamat Sekretariat/Redaksi : LPPM Universitas Abulyatama

Jl. Blang Bintang Lama Km. 8,5 Lampoh Keude Aceh Besar Website : http://jurnal.abulyatama.ac.id/ Email : jurnal\_dedikasi@abulyatama.ac.id Telp/fax : 0651-23699

## JURNAL DEDIKASI PENDIDIKAN

## **DAFTAR ISI**

1.	Implementasi Model Pembelajaran <i>Problem Based Learning</i> (PBL) Tentang Materi Biologi Untuk Meningkatkan Keterampilan Pemecahan Masalah: Literature Review	
	(Putri Silmi Nurul Fadila, Fitri Arsih, Ganda Hijrah Selaras, Heffi Alberida)	347-354
2.	Pola Pendidikan Agama Kristen Dalam Keluarga Petani Di Desa O'Baki Kecamatan Kokbaun Kabupaten Timor Tengah Selatan (Nofriana Baun, Sumeriani Tsu, Amelia Wila)	355-366
3.	Persepsi Guru PAUD Tentang Pentingnya Pelatihan Kurikulum Merdeka (Chairun Nisa Fadillah, Munawarah, Reza Aulia)	367-374
4.	Manajemen Sarana Dan Prasarana Di SMK Plus Al-Aitaam Kabupaten Bandung (Deti Rostini, Wiwik Dyah Aryani, Muhammad Danil, Raden Riki Barkah Zulfikar, Rohma)	375-382
5.	Analisis Strategi Guru Dalam Pelaksanaan Pengelolaan Kelas Oleh Guru Kelas V SD Swasta Assisi Medan (Antonius Remigius Abi, Lona Medita Lingga, Saut Mahulae, Syafri Fadhilah Marpaung, Hambali)	383-392
6.	Analisis Bentuk Manajemen Peserta Didik Di SMTK Rote Timur Kabupaten Rote Ndao (Yonatan Foeh)	393-402
7.	Penerapan Strategi Predict, Organize, Rehearse, Practice And Evaluate (PORPE) Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Sekolah Dasar (Mhd. Iqbal Maulana, Nurhaswinda, Rizki Amalia, Putri Hana Pebriana, Fadhilaturrahmi)	403-414
8.	Pengembangan Media Audio Visual Dalam Pembelajaran PPKn Dengan Pendekatan Problem Based Learning Di Kelas VI Sekolah Dasar (Devita Eka Rahmadani, Linda Zakiah, Adi Putra)	415-428
9.	Penerapan Model Pembelajaran <i>Questioning</i> Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Sekolah Dasar (Bagas Rianto, Putri Hana Pebriana, Nurhaswinda, Sumianto, Fadhilaturrahmi)	429-442
10.	Urgensi Membangun Literasi Pada Anak Usia Dini (Munawarah, Chairun Nisa Fadhilah, Reza Aulia, Nur Cahyati Ngaisah, Firman Friyo Suhasto)	443-450
11.	Manajemen Stres Kerja Dan Konflik Kerja: Pengaruhnya Terhadap Kinerja Guru (Nikmatullaili, Nurhizrah Gistituati, Sufyarma Marsidin)	451-458

12.	Konsep Manajemen Perguruan Tinggi Keagamaan Islam (PTKI) (Ali Mustopa Yakub Simbolon, Ira Yanti, Weni Sumarni, M. Arif)	459-476
13.	Pengaruh Kepemimpinan Kepala Sekolah Dan Kinerja Guru Terhadap Mutu Pendidikan Pada SMP Swasta Binaan Di Kupang (Isak Ano Marthen Kolihar, Hendrik A.E.Lao, Yakobus Adi Saingo)	477-492
14.	Pengaruh Pemberian <i>Reinforcement</i> Dan <i>Self-Efficacy</i> Siswa Dalam Meningkatkan Prestasi Belajar Siswa ( <i>Roberto Y. Liufeto, Hendrik A E.Lao, Umar Ali</i> )	493-502
15.	Analisis Kesalahan Leksikal Dan Sintaksis Dalam Menulis Teks Eksposisi Pada Siswa Kelas X (Hayatun Rahmi, S. Nofiana, Muhammad Iqbal)	503-516
16.	Implementasi Kurikulum Merdeka Berbasis Literasi Pada Sekolah Penggerak Di SD Gmit Airnona 1 Kota Kupang (Yesli Ivana Seran, Hendrik A.E Lao, Umar Ali)	517-528
17.	Pengaruh Pendekatan <i>Realistic Mathematics Education</i> (RME) Dengan Media Dakon Pada Materi Perkalian Terhadap Hasil Belajar Peserta Didik ( <i>Rizkina Maulisa, Linda Vitoria, Aida Fitri</i> )	529-540
18.	Analisis Keterampilan Berbicara Siswa Kelas V Pada Pembelajaran Bahasa Indonesia SDN Karang Tengah 06 ( <i>Dini Utami, Boy Dorahman, Dilla Fadhillah</i> )	541-552
19.	Kajian Retorika Yang Berkembang Pada Masa Pandemi Covid-19 Di Indonesia (Erfinawati, Ismawirna, Harunun Rasyid, Nisa Ayu Lestri, Eli Nurliza)	553-564
20.	Penerapan Model Problem-Based Learning Dengan Pembelajaran Berdiferensiasi Untuk Meningkatkan Kemampuan Berpikir Kritis Pada Pelajaran Ekonomi (Mahmudah, Retno Dewi Mustika, Mochamad Sohibul Anhar)	565-580
21.	Penerimaan Berita <i>Hoaks</i> Melalui Media Sosial Sebagai Literasi Informasi Dikalangan Remaja Di Kota Banda Aceh ( <i>Furqan, Muhammad Syarif, Syukur Kholil</i> )	581-592
22.	Implementasi <i>Blended Learning</i> Melalui Aplikasi Whatsapp Dalam Meningkatkan <i>Listening</i> Siswa Di SMA Negeri 2 Lhokseumawe ( <i>Rahmati</i> )	593-602
23.	Kepraktisan Model E-STEM PjBL Dalam Pembelajaran IPA Untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa SMP (Syarifah Rahmiza Muzana, Silvi Puspa Widya Lubis, Hasanah, Rahmati, Wirda, Nurlaila)	603-610
24.	Penerapan Model Pembelajaran <i>Project-Based Learning</i> (PjBL) Untuk Meningkatkan Keaktifan Peserta Didik Pada Mata Pelajaran Ekonomi (Nurul Farahdilla, Albrian Fiky Prakoso, Nurul Fahimah)	611–620
25.	Etnomatematika Pada Kue Khas Aceh Sebagai Bahan Pembelajaran Matematika	
	(Asmaul Husna, Samsul Bahri, Rahmat )	621-630

26.	Analisis Kesalahan Penulisan Huruf Kapital Dan Penggunaan Tanda Baca Pada Karangan Deskripsi (Rezki Amelia Agustin, Dilla Fadhillah, Moh. Iqbal Firdaus)	631-636
27.	Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Motivasi Kerja Guru (Helsi Febrianti, Umy Nadrah Simatupang, Nurhizrah Gistituati)	637-644
28.	Manajemen Pembiyaan Pendidikan Di Sekolah Dasar (Arjunaini, Dahliawati, Yuni Revita, Hadiyanto, Yahya)	645-658
29.	Analisis Nilai Sosiokultural Dalam Novel Laksamana Malahayati Sang Perempuan Keumala Karya Endang Moerdopo (Eli Nurliza, Erfinawati, Cut Nurul Fahmi, Faudi, Nursafiah, Ismawirna)	659-668
30.	Hubungan Kegiatan Literasi Dasar Dengan Minat Baca Siswa Kelas V SD Negeri 53 Banda Aceh (Noni Zahara, Maulidar, Indah Suryawati, Rifaatul Mahmuzah, Tri Putri Utami)	669-680
31.	The Impact Of Religious Beliefs Among Acehnese EFL Pre-Service Teachers ( <i>Rahmi</i> )	681-692
32.	Kebijakan Merdeka Belajar Sebagai Strategi Peningkatan Mutu Pendidikan (Rizki Ananda, Wulandari Citra Wibisono, Anugrah Kisvanolla, Pris Ajeng Purwita)	693-708
33.	Analisis Kompetensi Guru Wali Kelas Terhadap Penggunaan Media Audio Visual Pembelajaran SD (Aisyah, Fitri Zuliana, Siti Aminah, Rizki Ananda)	709-718
34.	Dynamic Equivalence: Translation Theory (Lina Farsia, Sarair)	719-726
35.	Analisis Tingkat Kemampuan Komunikasi Matematis Siswa (Irvandi, Riki Musriandi, Rahmi, Irma Aryani, Anzora, Rini Susiani)	727–732
36.	The Impact Of Native Speakerism On The Identity Construction Of 'English Teacher As An English Speaker': Voices From Indonesia (Ugahara, Suryani)	733-743
37.	Strategi Guru PJOK Meningkatkan Minat Siswa Dalam Olahraga Di SMPN 18 Banda Aceh (Syahrianursaifi, Zulheri Is, Safrizal, Musran, Erizal Kurniawan)	745-752
38.	Peran Guru Dalam Meningkatkan Communication Skill Peserta Didik Abad 21 (Ammar Zaki1, Akhyar, Samsuar, Syarifah Farissi Hamama, Dwi Wahyu Kartikasari, Ade Irfan)	753-760
39.	Pemahaman Mahasiswa Terhadap MBKM: Pelaksanaan Dan Program MBKM (Yulinar, Weniang Nugraheni, Agus Taufiq, Yusi Riksa Yustina, Silvi Puspa Widya Lubis)	761-774
40.	Identifying Factors Contributing To Students' Obstacles In Understanding Reading Descriptive Text (Rahmayanti, Rini Susiani, Putri Dini Meutia, Ferlya Elyza, Ema Dauyah)	775-784
41.	Design Pembelajaran Online Berbasis Authentik Bagi Siswa Sekolah Dasar (Abna Hidayati, Vevi Sunarti, Reza Gusmanti)	785-789

Available online at http://jurnal.abulyatama.ac.id/dedikasi ISSN 2548-8848 (Online) Universitas Abulyatama Jurnal Dedikasi Pendidikan

## **DYNAMIC EQUIVALENCE: TRANSLATION THEORY**

#### Lina Farsia<sup>1\*</sup>, Sarair<sup>2</sup>

<sup>1,2</sup>English Education Department, Islamic Studies Faculty, Universitas Muhammadiyah Aceh, Banda Aceh, 23245, Indonesia.

\*Email korespondensi : lina.farsia@unmuha.ac.id1

Diterima Mei 2023; Disetujui Juli 2023; Dipublikasi 31 Juli 2023

Abstract: Translation is a product of the process called translating. Translation is the conveying of an original text's meaning through an equivalent target text. In translating, a translator has to make sure the translation has the equivalent meaning to the source texts. There many theories on how to have a good translation; one of the theories is dynamic equivalence theory. In this paper, the writers would like to discuss deeper about the use of dynamic equivalence theory in translating process where English as a source language and Bahasa Indonesia as the target language. The implementation of dynamic equivalence theory is discussed together with the examples and explanation about why dynamic equivalence is used and why some words are chosen in translation and not the other words. It shows that when word-to-word translation cannot make sense the meaning of the target language dynamic equivalence theory offers flexibility for the translator to translate and to make sense the meaning of the translation. Some examples are provided to see how the dynamic equivalence theory solves the problems faced by the translators when they are not able to find the words in the target language. It shows how this theory can be one of the options for better translation results.

Keywords : Dynamic Equivalence, Word to word Translation.

Abstrak: Terjemahan adalah produk dari proses yang disebut menerjemahkan. Terjemahan adalah penyampaian makna teks asli melalui teks target dan mempunyai arti yang setara. setara Dalam menerjemahkan, seorang penerjemah harus memastikan bahwa terjemahan tersebut memiliki arti yang setara dengan teks sumber. Ada banyak teori tentang bagaimana memiliki terjemahan yang baik; Salah satu teorinya adalah teori kesetaraan dinamis. Dalam tulisan ini, penulis ingin membahas lebih dalam tentang penggunaan teori kesetaraan dinamis dalam proses penerjemahan di mana bahasa Inggris sebagai bahasa sumber dan Bahasa Indonesia sebagai bahasa target. Implementasi teori kesetaraan dinamis dibahas bersama dengan contoh dan penjelasan tentang mengapa kesetaraan dinamis digunakan dan mengapa beberapa kata dipilih dalam terjemahan dan bukan kata-kata lain. Ini menunjukkan bahwa ketika terjemahan kata-ke-kata tidak dapat masuk akal, makna bahasa target, teori kesetaraan dinamis menawarkan fleksibilitas bagi penerjemah untuk menerjemahkan dan memahami makna terjemahan. Beberapa contoh disebutkan untuk melihat bagaimana teori dynamic equivalence ini bisa memecahkan masalah yang dihadapi oleh penerjemah ketika mereka tidak dapat menemukan kata-kata dalam bahasa target. Ini menunjukkan bagaimana teori ini dapat menjadi salah satu opsi untuk hasil terjemahan yang lebih baik.

Kata kunci : Kesetaraan Dinamis, Terjemahan kata per kata

Language is a tool for expressing ideas, thoughts, and opinions as well as a communication who are also producers of meaning, and translation is an intermediary act achieved through negotiation of meaning production. Furthermore, Quesenbery & Szuc 2012) also pointed out the significant role of Translators help development teams understand which cultural differences are relevant to user experience design. In this situation, translators must choose the right words to ensure that the source language's meaning is preserved and that the target language's listener can understand the source language's idea and goal. As mentioned in Panou (2013)Regarding equivalence, Nida argues that there are two basic types of equivalence. (1) formal equivalence and (2) dynamic equivalence. In particular, Nida argues that TT is formally very similar to ST. Both format and content match, but dynamic equivalence tries to send his ST message in his TT as follows: Be as natural as possible. It could be argued that Nida advocates dynamic equivalence because he believes it is more valuable

The closest natural counterpart of the message in the source language must be reproduced in the target language, first in terms of meaning and then in terms of style Nida & Taber (1982) Clearly, this concept places a strong emphasis on translation as a process and a final result. It also demonstrates that the primary goal of any translator is to convey the same meaning, concept, or message in the target language that the author intended in the original. In translation studies, the concept of "sameness" is frequently recognized as an equivalency relationship between the source and target texts. The theory of dynamic equivalence, developed in the early 1960s by

American linguist and translator Eugene A. Nida (Nida, 1964), aims to analyze translation with a systematic, theory-based approach to many disciplines, especially linguistics. It shifts the focus in translating from the debate over word-for-word and sense-for-sense translation to the response of the receptor. This idea has since received criticism for a variety of reasons in addition to having a significant impact on the growth of translation theory and studies. From the perspective of the translator, however, this approach is quite helpful because it ensures that the target language's receptors receive the translation's message.

As a result, the writer will make an effort to discuss how Nida's dynamic equivalence theory is an excellent and useful theory in English to Indonesian translation in this essay. First, a brief description of dynamic equivalence will be covered, then the theory's supporters and detractors will be discussed, and finally, some examples in Indonesian will be explained to support the writer's point of view on Nida's theory, and conclusions will be drawn in the final section of this essay.

## LITERATURE REVIEW

## Definition of Dynamic Equivalence in Few Words

Eugene A. Nida created the dynamic equivalency theory after organizing the Bible's translation from English to a number of other languages as part of his practical work as a linguist with the American Bible Society starting in 1943. According to this theory, Nida highlights that depending on the culture of the target language being used, the meaning of the source language can be defined in several ways. He also makes the argument that lexical meanings, grammatical categories, and rhetorical strategies cannot be compared to determine whether a translation is accurate. The degree to which receptors accurately comprehend and value the translated material is what matters (Nida, 1964).

In addition, Nida's theory of translation identifies four goals that serve as both guiding principles and standards of assessment, according to Dayan (2012). They are, specifically, contextual consistency, dynamic equivalence over formal correspondence, the aural form of language over the written form, and forms that are appropriate for and used by the intended audience over forms that might traditionally be more prestigious.

The dynamic equivalence is one of such ideas, and it serves as the cornerstone of Nida's translation theory. This hypothesis is based on the translation theory put forth by Jacobson and Chomsky, who claimed that the utilization of information might give a dynamic dimension to language structure. Additionally, Nida describes the theory of dynamic equivalence as a method for accurately reproducing the message in the receptor language that comes the closest to its natural equivalency (Nida & Taber, 1969).

The degree to which the message's receptors in the target language react to it in essentially the same way as the receptors in the source language is another way that dynamic equivalence is defined. The relationship between the receptor and the message should essentially be the same as it was between the original receptors and the message, he continued.

It may be inferred that the terminology used

in dynamic translation typically describes how a translator interprets the source language by understanding it and contrasting it with the target language's native culture. It can therefore be versatile in any language or culture. Dynamic equivalent Translation emphasizes the complete naturalness of a text or spoken language and attempts to connect the receptor to modes of behavior relevant within the context of the receptor's culture; it does not mandate that the receptor understand the cultural patterns of the source language context in order to understand the message. As Munday (2008) points out that Nida is thought to have introduced receptor-based directionality to the translation task.

#### METHODS

This study employs an integrative literature review method to comprehensively examine and critically analyze the use of dynamic equivalence theory in the translation process, focusing specifically on English as the source language and Bahasa Indonesia as the target language. A systematic search will be conducted to identify relevant scholarly articles, research papers, books, and other sources discussing dynamic equivalence theory in translation, particularly in the context of English-to-Bahasa Indonesia translation.

#### **RESULT AND DISCUSSION**

## Arguments for and against Dynamic Equivalence Theory

Two groups of translation academics continue to disagree on the fundamentals of the dynamic equivalence theory; some are in favor of the theory, while others are opposed to it.

#### Dynamic equivalence theory's detractors

Some academics were against the concept of dynamic equivalence. They vehemently insist that no translator should use the dynamic equivalence theory when translating.

According to Ryken (2004), dynamic equivalence has five drawbacks in translation, including (1) liberties taken in translation, (2) text instability, (3) a lack of adequate controls over translation, (4) falling short of expectations, and (5) logical and linguistic impossibility.

Eco (2001) also makes the case for dynamic equivalence in terms of meaning. According to him, equality in meaning cannot be accepted as a sufficient standard for a reliable translation. He continues by saying that since it is widely acknowledged that there are no complete synonyms in language, people cannot even accept the simplistic notion that equivalence in meaning is offered by synonyms. Father is not the same as dad, dad is not the same as papa, and père is not the same as padre.

## The Defense of the Dynamic Equivalence Theory

Kerr is among those who endorse the dynamic equivalence theory of translation. According to Kerr (2011), Nida's dynamic equivalence theory should be regarded as an effective method of translation study because it has been established that equivalence theory is a very effective instructional strategy. He also adds that hundreds of mother-tongue translators have been lifted through its use from a predisposition to follow conventional translation wisdom to a more natural and understandable outcome of their translation efforts. Based on this assertion, it is obvious that Nida's dynamic equivalence theory is very beneficial for assisting the target reader in understanding what has been translated in the target language in a more natural and easy-tounderstand manner, which is the goal of the translation itself. At this time, it is proposed that this theory is a highly useful tool for helping native speakers of target languages understands the translation output when there aren't specific words to convey the meaning from the source language.

Additionally, House (1997) argues in favor of dynamic equivalence, arguing that the concept of equivalence is fundamental to translation and that the main challenge facing translators today is locating equivalents in the target language. Determining the nature and circumstances of translation equivalency is thus the main goal of translation theory. Here, it is understandable that translation would not occur if a direct connection between the source language and the target text could not be made. As a result, the theory of equivalence must be used whenever a translator attempts to explain the relationship between a source language text and a target language text.

In general, most academics place a strong emphasis on the part that dynamic equivalence plays, either directly or indirectly, in the process or outcome of translation. Therefore, it can be claimed that the foundation of contemporary translation studies is this notion. It is essential for determining how the source language and target language relate to one another.

# The use of dynamic equivalence in translation of Indonesian

Retnomurti & Imran (n.d.) asserts that

Indonesian sentence structures are roughly equivalent to those of English. Therefore, translating from English to Indonesian rarely presents a usual challenge. However, some components of English language, including idioms, cannot be translated simply word-by-word. Based on Dewi et al. (2014) research findings, it was observed that the translation of English adjective phrases into Indonesian in the National Geographic magazine articles primarily involved maintaining equivalence rather than introducing significant shifts. This was attributed to the similarity in the functions of these phrases in both languages. However, the translators made subtle grammatical adjustments, known as shifts, in order to ensure naturalness in the translated material. These adjustments were deemed acceptable as they did not alter the meaning of the phrases. In this case, the translator opted for an equivalence approach in the translation process, aiming to ensure that the readers could easily comprehend the translation without any changes in meaning.

According to Mubasyir (2015), the significance of achieving a natural translation cannot be overstated. This is because an unnatural translation can lead to significant problems and result in a complete misunderstanding of the original intention conveyed in the source text. Therefore, the use of dynamic translation becomes imperative in addressing this issue.

The following examples demonstrate how the dynamic equivalent theory can result in translations that are of high quality in the target language.

Example 1.

Ala bisa karena biasa (Indonesian)

If the phrase "practice makes perfect" is translated word for word, the Indonesian equivalent would be "latihan membuat sempurna." Because it is not frequently used in Bahasa Indonesia, this sentence does not sound natural. It might not convey the intended meaning to the target reader and perhaps cause them to misinterpret the original text's meaning. Because there is a statement in Indonesian that conveys the same meaning as the source meaning and is more understandable, sounds natural, and does not sound like a translation in the target culture, using the equivalent theory in this instance is a superior choice. A perfect example of a translation product is the expression "ala bisa karena biasa," which prevents difficulty in Indonesian translation that cannot be achieved by word-by-word translation.

Furthermore, the link between receptor and the message should be roughly the same as that which existed between the original receptors and the message, according to Nida (1964). The following translation from English to Indonesian can be used to apply this statement:

Example : 2.

They work like a dog ( English )

*Mereka bekerja seperti kerbau* (Indonesian) Back translation: they work like buffalo.

The adage above describes how hard he works. A dog is seen as a symbol of loyalty and tenacity in English culture. Dogs, however, do not have the same significance in Indonesian culture as they do in English, and they occasionally have negative connotations. Therefore, an Indonesian receiver might assume that "they labor in dishonor fashion" if a translator translated "dog" literally

Practice makes perfect (English)

into "anjing". As a result, the message of the original text gets misinterpreted. In such a situation, the translator may choose to restructure the message in the native tongue of the target audience by deriving the meaning of the idiom or identifying another animal that in the culture of the receiver symbolizes a hard-working animal. The buffalo is regarded as "hard-working" Indonesian culture. Therefore, the expression "they work like buffalo" will cause the same response in the Indonesian receiver as it does in the English reader. Therefore, it is evident that dynamic translation provides the translator with the solution when dealing with such an issue by always taking into account the culture and language of the receptor because word meanings and linguistic forms are always culturally and socially specific.

Another illustration is the possibility that words used in the source language could convey ideas totally alien to the target language's culture. Concepts can be either concrete or abstract. It may also be used to describe cuisine varieties, social customs, or religious beliefs. Using Ninsiana (2016) as an example:

Indonesia : Panggil saya 'mas'.

TL: Call me 'Honey".

The word "*mas*" in the dialog above translates to "honey" in English. However, the word "mas" cannot be translated as "darling" in other contexts, for example when addressing an older brother. Depending on the context and custom in one culture. Here, the translator has to find the equivalent words to make the intended meaning from source language to target language.

Additionally, it is stated in dynamic

equivalence that in order to maintain the message's substance, grammatical and lexical changes must be made as well as the utterance's form (Nida & Taber, 1969). The following illustration demonstrates how this assertion also holds true when translated from English to Indonesian:

Example 3:

I cut my finger (English)

Jari saya tersayat (Indonesian)

Back Translation: my finger is cut

The word "*tersayat*" is translated from the active voice used in the original text into the passive voice in Indonesian (was cut). If the active voice is employed, the sentence will make no sense to Indonesian readers, hence it is crucial to use the passive to demonstrate that the cut was made accidentally. In this case, the grammatical change can be avoided while still maintaining the target text's clear meaning.

Example 4:

He is really happy (English)

Dia Senang bukan main (Indonesia)

In the previous line, the word "truly," which in Indonesian means "*sangat*," is stressed. If the term "*sangat*" is used in this translation, it is still acceptable, but the word "*bukan main*" conveys a high level of enthusiasm and is a better choice for this translation's context than "*sangat*." Thus, in this section of translation, a language's feeling is crucial. As a result, it will be simpler for the receptor to translate the source language into the target language with more comprehension.

These translation examples demonstrate how the translation theory of dynamic equivalence has aided the translator in choosing which and how to utilize terms from Bahasa Indonesia so that the English meaning is retained and the translation is understandable to readers of Bahasa Indonesia. The flexibility provided by the dynamic equivalence theory allows translators to make changes as they go along, as long as the intended meaning remains consistent and is still clear to readers in Indonesia.

## CONCLUSION AND SUGGESTION Conclusion

The author of this post has made an effort to discuss Nida's dynamic equivalence theory. The debate makes it obvious that this theory provides methods for translators to handle a variety of potential future translation issues. Dynamic equivalency is a technique used by translators to convey a language's meaning without using exact word-for-word translations but rather to do so in the target language's intelligible and informal vocabulary. Therefore, the main goal of translation is to create a target text that is natural-sounding, eliminate discomfort, and prevent readers from misinterpreting the translation's meaning in the target language. It is intended that the target text's receptor would be able to comprehend the translation's message in its entirety. According to this theory, language and culture are inextricably linked since people cannot ignore their close ties to their respective cultures. Language has a cultural foundation. It conveys and shapes linguistic meanings as well as cultural reality, and it can only be understood in the context of the culture in which these language constructions are utilized. In other words, because the goal of the transition itself is to ensure that readers of the target text understand the

intended meaning without any impediments, dynamic equivalence theory is practically applicable to translation in all languages.

## Suggestion

Dynamic equivalent theory is one of the many theories that can be applied during the translation process. Translations should consider the cultural foundation of language to accurately convey both linguistic meanings and cultural realities. This theory's practical applicability is universal, as it aims to facilitate comprehension and eliminate barriers in understanding for readers of the target text in any language. By applying dynamic equivalence techniques, translators can create translations that are not only intelligible but also resonate with the target language's cultural nuances. Therefore, translators have to have good cultural knowledge in both source language and target language in order to find the equivalent words, phrases and sentences.

#### REFERENCES

- Dayan, L. (2012). Dynamic Equivalence and Formal Correspondence in Translation between Chinese and English. *International Journal of Humanities and Social Science*, 2(12), 242–247.
- Dewi, M. F., Indayani, L. M., & Citraresmana, E. (2014). The Equivalence and Shift in the Indonesian Translation of English Adjective Phrases. *Research on Humanities and Social Sciences*, 4(11), 109–113. www.iiste.org
- Eco, U. (2001). *Experiences in Translation*. Toronto Press.
- House, J. (1997). Translation Quality Assessment: A Model Revisited. Gunter Naar Verlag Tubingen. https://books.google.co.id/books?id=D1

6aYuTCBJ0C&printsec=frontcover&sou rce=gbs\_ge\_summary\_r&cad=0#v=onep age&q&f=false

- Kerr, G. J. (2011). Dynamic Equivalence and Its Daughters: Placing Bible Translation Theories in Their Historical Context. *Journal of Translation*, 7(1), 1–19.
- Mubasyir, A. D. (2015). Literal Equivalence In Meaning-Based Translation. *DEIKSIS*, 7(3), 171–246.
- Munday, Jeremy. (2008). Introducing translation studies: theories and applications (2nd ed.). Routledge.
- Nida, E. A. (1964). *Toward a Science of Translating*. https://books.google.co.id/books?hl=id& lr=&id=YskUAAAAIAAJ&oi=fnd&pg =PP15&dq=Toward+a+Science+of+Tra nslation&ots=tqZEX5fSIc&sig=Sh1211 R41Cv444r7zk1vt\_JWKCA&redir\_esc= y#v=onepage&q=Toward%20a%20Scie nce%20of%20Translation&f=false
- Nida, E. A., & Taber, C. R. (1969). *The Theory* and Practice of Translation (2nd ed., Vol. 3). J. Brill . https://www.google.co.id/books/edition/ The\_Theory\_and\_Practice\_of\_Translati on/odoUAAAAIAAJ?hl=id&gbpv=1
- Ninsiana, W. (2016). Problem Solving Of Non-Equivalence Problems In English Into Indonesian Text. *Pedagogy: Journal of English Language Teaching*, 4(2), 84– 96.
- Panou, D. (2013). Equivalence in translation theories: A critical evaluation. *Theory* and Practice in Language Studies, 3(1), 1–6. https://doi.org/10.4304/tpls.3.1.1-6
- Quesenbery, W., & Szuc, D. (2012). Global UX: Design and Research in a Connected World (R. Roumeliotis, Ed.). Elsevier. https://books.google.co.id/books?hl=id& lr=&id=Rgw6biZhXLMC&oi=fnd&pg= PP2&dq=Quesenbery,+W.+%26+Szuc,+ D.+(2012).+Global+UX:+Design+%26+

research+in+a+connected+world.+Burli ngton,+MA:+Morgan+Kaufmann&ots= 7-

hWTr4B22&sig=Ndl\_lJfUk28vVyyZty8 UWq7Nl4Q&redir\_esc=y#v=onepage& q&f=false

Retnomurti, A. B., & Imran, I. (n.d.). The Equivalence And Shift In The English Translation Of Indonesian Noun Phrases.

Ryken, L. (2004). *Bible Translation Differences*. https://www.scribd.com/document/1950 30468/Bible-Translation-Differences#

Verzella, M., & Behrand, P. S. (2017). Making culture relevant in technical translation with dynamic equivalence: The case of bilingual instructions. Journal of Rhetoric, Professional Communication, and Globalization, 10(1), 54–77. https://docs.lib.purdue.edu/rpcg/vol1 eat:https://docs.lib.purdue.edu/rpcg/vol1 0/iss1/4

• *How to cite this paper :* 

Farsia, L. & Sarair. (2023). Dynamic Equivalence: Translation Theory. Jurnal Dedikasi Pendidikan, 7(2), 719–726.

> https://doi.org/10.30601/dedikasi.v7i2.4 037



